AN OBSERVATION ON THE VERBAL INPUT AND CLASSROOM INTERACTION IN THE ENGLISH CLASS OF THE FOURTH GRADE OF SD KATOLIK SANTA THERESIA II SURABAYA

A THESIS

As Partial Fulfillment of the Requirements For the Sarjana Pendidikan Degree in English Language Teaching Faculty

By:

PAULA ANDRIANA SETYA HARTIWI

1213093089

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FEBRUARY, 2001
This thesis entitled *An Observation on the Verbal Input and Classroom Interaction in the English Class of the Fourth Grade of SD Katolik Santa Theresia II Surabaya* which is prepared and submitted by Paula Andriana Setya Hartiwi has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English language Teaching Faculty by the following advisors.

Dr. Wuri Soedjatmiko  
First Advisor

Hady Sutris Winarlim, S.Pd  
Second Advisor
This thesis has been examined by the committee of an oral examination with the grade of ___________________ on February 26, 2001.

Johanes Leonardi Taloko, S.Pd
Member

Yohanes Nugroho W., S.S
Member

Dr. Wuri Soedjatmiko
Member

Hady Sutris Winarlim, S.Pd
Member

Dr. Agustinus Ngadiman
Dean of the Teacher’s Training College

Mina Tamah, M.Pd
Head of the English Department
He hath made everything beautiful in his time:
also he hath set the world in their heart,
so that no man can find out the work
that God maketh from the beginning to the end.

(Ecclesiastes 3:11)
ACKNOWLEDGEMENT

First of all, I would like to give my greatest gratitude to the Beloved Father for all the mercy, opportunity, help and love bestowed upon me during the process of writing this thesis and for without Him, this thesis would not have finished well. It is difficult to describe how His backing means.

My deepest gratitude goes to Dr. Wuri Soedjatmiko as my first advisor whose during the process of this thesis was always helpful in giving valuable advice and input.

I also would like to give my deepest gratitude for my second advisor, Hady Sutris Winarlim, S.Pd for sparing his valuable time and proofread every chapter I wrote and made helpful thorough comments and voluntarily continued to revise the thesis with me until the final chapter. He deserves more thanks that I can find words to express.

My deepest thanks also goes to Dra. M.N. Siti Mina Tama, M.Pd, for the opportunity and found me second advisor to finish my thesis.

My best thank is also for Mr. Vincent W. Prasetio, for his spirit and prayer to encouragement to go on with my thesis.

Moreover, I would like to send my gratitude to the English teacher of SD Katolik Santa Theresia II Surabaya for her willingness to let me use her class to conduct my study and all the fourth graders of the English class of the academic year of 1998 - 1999 who have made this thesis possible.
There is no one among the lecturers, office staff, and all the librarians who does not deserve thanks for their support.

I want to express loving gratitude to my father, R.J Dwi Marijanto and my mother, Ch. L Suhartini; my sister and my brother in-law, Betty – Grand; my brother, Chrisna; my two little nieces, Ina and Rika for giving substantive help as well as emotional comfort. They never failed to offer words of encouragement, everytime I was in despair.

I wish to thank also to all my friends. Especially for my Dani, for his patience, encouragement in every difficult situation, for never feeling tired to back me up so that I was always in the mood doing this thesis. Fabi and Zita, Rukis and Ira, Yus and Dina, for their constant prayer and spirit. Ananto and Vera, for borrowing me printers. Hanny, for letting me use his cartridge, all my friends in boardinghouse; Sonny, Aning, Andre, Novent, Vero, Widi, Markus, Indra, Dini, Lia, Weni, Ellen, Rosa, TT, Dessy, Ucok, Lusi, Winny – thanks for your support, for Lina, Budi, Agatha, Deddy, and Shanti - thank you, and for anybody else whose name is not mentioned here – thank you so much.

I will not pretend that I could have managed to write this thesis without the support that was so generously given by all concerned. The grace of the Lord Jesus Christ be with them and May God Bless them abundantly.

The writer
TABLE OF CONTENT

TITLE SHEET
APPROVAL SHEET (1) i
APPROVAL SHEET (2) ii
ACKNOWLEDGEMENTS iii
TABLE OF CONTENTS v
ABSTRACT x

CHAPTER I : INTRODUCTION
1.1 Background of the Study 1
1.2 Statement of the Problem 2
1.3 Objective of the Study 3
1.4 Significance of the Study 3
1.5 Scope and Limitation of the Study 4
1.6 Theoretical Framework 5
1.7 Definition of Key Terms 5
1.8 Organization of the Study 7

CHAPTER II : REVIEW OF RELATED STUDY
2.1 Theories 8
   2.1.1 Teaching English to Young Learner 8
   2.1.2 Classroom Interaction between Teacher and Pupils. 11
2.1.3 Seventeen-Category System

2.1.3.1 Teacher's Initiation

2.1.3.1.1 Eliciting

2.1.3.1.1.1 Display Questions

2.1.3.1.1.2 Genuine Questions

2.1.3.1.1.3 Re-stating Elicitation

2.1.3.1.2 Directing

2.1.3.1.3 Nominating

2.1.3.1.4 Informing

2.1.3.1.5 Recapitulating

2.1.3.1.6 Framing

2.1.3.1.7 Starting

2.1.3.1.8 Checking

2.1.3.2 Teacher's Response

2.1.3.2.1 Evaluating

2.1.3.2.2 Accepting

2.1.3.2.3 Commenting

2.1.3.2.4 Giving Clue

2.1.3.3 Pupils' Response

2.1.3.3.1 Replying

2.1.3.3.2 Apologizing

2.1.3.4 Pupils' Initiation

2.1.3.4.1 Requesting

2.1.3.4.2 Eliciting
2.1.3.4.3 Interrupting

2.2 Related Studies

CHAPTER III: RESEARCH METHODOLOGY

3.1 Research Design
3.2 Population and Sample
3.3 Instrument
3.4 Parameter
3.5 Procedures of Collecting the Data
3.6 Techniques of Data Analysis

CHAPTER IV: FINDINGS AND INTERPRETATION OF FINDINGS

4.1 Findings

4.1.1 The Number of Occurrences of Teacher's Initiation

4.1.1.1 The Number of Occurrences of Teacher's Initiation in Eliciting.
4.1.1.2 The Number of Occurrences of Teacher's Initiation in Directing
4.1.1.3 The Number of Occurrences of Teacher's Initiation in Nominating
4.1.1.4 The Number of Occurrences of Teacher's Initiation in Informing
4.1.1.5 The Number of Occurrences of Teacher's Initiation in Recapitulating.
4.1.1.6 The Number of Occurrences of Teacher's Initiation in Framing. 38

4.1.1.7 The Number of Occurrences of Teacher's Initiation in Starting 38

4.1.1.8 The Number of Occurrences of Teacher's Initiation in Checking. 39

4.1.2 The Number of Occurrences of Teacher's Response. 39

4.1.2.1 The Number of Occurrences of Teacher's Response in Evaluating. 39

4.1.2.2 The Number of Occurrences of Teacher's Response in Accepting. 40

4.1.2.3 The Number of Occurrences of Teacher's Response in Commenting. 40

4.1.2.4 The Number of Occurrences of Teacher's Response in Giving Clue. 41

4.1.3 The Number of Occurrences of Pupils' Response. 41

4.1.3.1 The Number of Occurrences of Pupils' Response in Replying. 41

4.1.3.2 The Number of Occurrences of Pupils' Response in Apologizing. 42

4.1.4 The Number of Occurrences of Pupils' Initiation. 42

4.1.4.1 The Number of Occurrences of Pupils' Initiation in Requesting. 42
4.1.4.2 The Number of Occurrences of Pupils' Initiation in Eliciting. 42

4.1.4.3 The Number of Occurrences of Pupils' Initiation in Interrupting. 43

4.1.5 The total Number of Occurrences of the Seventeen Category System. 43

4.2 Interpretation of Findings. 45

CHAPTER V: CONCLUSION

5.1 Summary 48

5.2 Suggestions 49

BIBLIOGRAPHY 50

APPENDIX: The transcript of the classroom discourse.
ABSTRACT


Key words : Verbal Input, Target Language, Interaction, Classroom Interaction, Modified Interaction.

In terms of formal language learning, Krashen claims that language input which is simple and modified is easy to be understood, while Amy Tsui Bik-may states that the kind of language input that has been made available to the learners along with the kind of interaction that they have been involved affects their second language acquisition. This kind of input encourages the pupils to participate in the verbal interaction takes place between teacher and pupils. Lier claims that interaction comes in many shapes and fashions, for instance; repeating, answering question and drilling, however, what happens in reality is different from what is expected.

Attempting to analyze what has actually gone on in the English class at SD Katolik Santa Theresia II Surabaya in particular, the writer conducted this study. This study has the purpose at knowing whether the verbal input and interaction in the classes were comprehensible as well as varied or not.

The subjects of this study was the fourth grade pupils of Group A of SD Katolik Santa Theresia II Surabaya along with their teacher. Their English interaction was recorded in a cassette. The data in the cassettes were then analyzed and transcribed by using the Seventeen – Category System proposed by Amy Tsui Bik-may that has slight modification with Indonesian utterance proposed by Lanawati Widjojo who did previously a similar study.

After analyzing the data, the writer found that the interaction in the classroom did not vary because the teacher in the class dominated the classroom talk in the form of the teacher asking questions, and the pupils directly answering them. The data showed that the pupils did not interact actively because the teacher mostly pointed out the pupils’ name to answer the questions given.

It is suggested that the teaching to young learners should implement more
varitype language input and interaction so the teaching to young learners will not run monotonously. Besides that, the teacher should know and understand whether the comprehensively gain the input delivered by the teacher accepted or not when she gives some input. Moreover, the teacher should know the pupils’ level proficiency.